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ABSTRACT

A model is described that can be used to establish postsecondary cooperative internship programs or improve existing programs to bring vocational education and business together. Following an introduction that includes definitions of terms, chapter 2 defines an internship program. Chapters 3-12 discuss the 10 procedures/components involved in the model for a cooperative internship program. They are organizing an advisory committee, planning an internship program, implementing an internship program, promoting an internship program, enrolling students in the internship program, developing the internship agency, placing interns on the job, developing training plans, supervising interns, and evaluating interns. A discussion of vocational-technical school internships follows that focuses on the model components. Appendixes, amounting to approximately one-half of the document, include general forms and student forms for internship. An attachment is the final report of the project that developed the model internship program. Sections of the report consider project objectives, procedures, findings, evaluation, and conclusions and recommendations. (YLB)

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Correlating Vocational Education With Labor Market
Needs Through The Internship Program

Project Number: E81-02

Exemplary Project

Conducted By

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In Cooperation With

Arkansas Vocational and Technical Education
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CHAPTER I

INTRODUCTION

Cooperative education is a useful educational tool because it integrates classroom experience and practical work experience. It provides relevant, functional skills for succeeding in society and for preparing students to enter and progress in the work environment.

With the rapidly changing and complex skills required of those entering the work force, it is no longer feasible nor cost-effective for institutions to attempt to provide all tools, equipment, and laboratories necessary for vocational training. Therefore, it is apparent that institutions need to establish a closer partnership with business and industry in order to provide for this relevant vocational training.

The support of businesses in the community is necessary if vocational programs are to help students reach their occupational objectives. At the same time, vocational education can provide the business community with necessary services to improve employee competence and to prepare workers for current labor market needs. When a strong cooperative relationship is built within the community, vocational education programs can provide needed services to students while developing community understanding and confidence in vocational programs.

With this premise in mind, the Administrative Services and Business-Distributive Education Department of the University of Central Arkansas proposed bringing business and education together in the preparation of students for work in their chosen occupation through a cooperative internship program. The purpose of this project, therefore, was to develop and field test procedures, guidelines, materials, and activities for a model internship program and to implement these model components within the existing business-distributive education programs. The internship component was a requirement for the associate degree in Distributive Education and was used as an elective in other areas in the College of Business Administration.

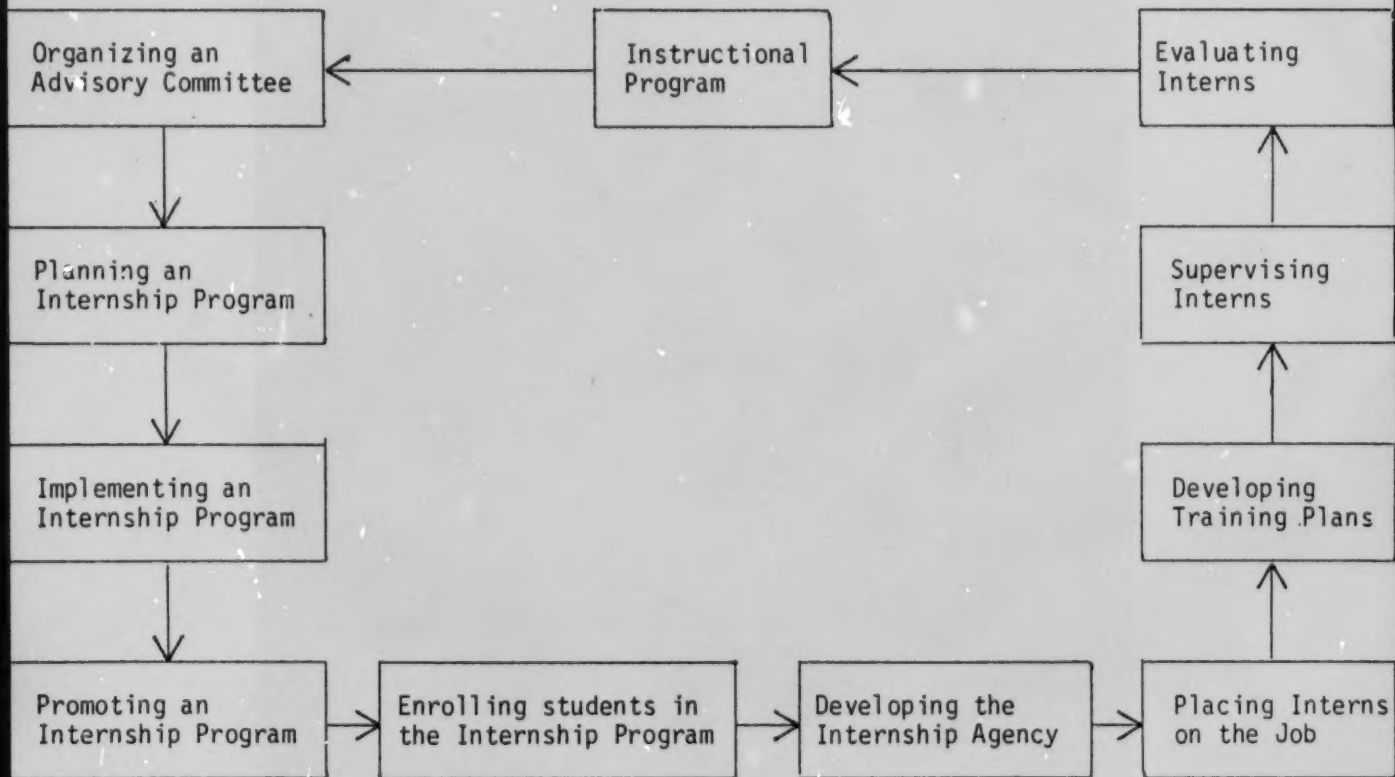
On the collegiate level, this internship program allowed students who completed at least 30 hours of college work and maintained a 2.0 GPA, to intern in a job associated with their major course of study and receive college credit for that work. Students worked a minimum of 150 hours per term and enrolled in the internship during the semester or summer term.

This model will be available to any interested educational institutions so that they may, with a few minor modifications, use it to establish internship programs or improve existing programs. Individuals with basic vocational education knowledge can adapt the techniques and procedures to fit their program's needs.

The procedures are divided into ten sections, as illustrated on page 4, each dealing with an aspect of the establishment of an

internship program. Curriculum materials and activities are included in the appendices.

MODEL COMPONENTS



Definition of Terms

The following are terms frequently used in this report on the Internship Program.

Advisory Committee - a group of lay people interested in education who are organized to give assistance to the institution in planning and conducting an Internship Program.

Competency - demonstrated ability to perform specific tasks successfully to meet a specified standard.

Coordinator - supervisor of interning students whose duties include:

- . recruiting students into the Internship Program, with emphasis on minorities, disadvantaged, and handicapped
- . helping students determine if the Internship Program will meet their career objectives
- . developing internship agencies by contacting employers, evaluating their training potential, and convincing them to employ students, particularly in mid-management and other career specialist positions
- . visiting interning students on the job to evaluate their progress
- . promoting the program through public relations activities
- . helping to update classroom instruction to meet current business practices by reporting labor market needs to curriculum developers

Intern - a student who has mastered basic academic content of a chosen profession and is treated as a beginner member of that chosen profession (Mason, 1981).

Internship - a culminating portion of the educational program where a period of time is devoted to working at an occupation directly related to a student's chosen career field.

Internship Agency - the firm, business, or industry that hires the student.

Internship-related courses - courses which relate both to a student's major and on-the-job learning experiences.

Mid-management position - a position that is above job entry level of the high school graduate and below top management and professional positions.

On-the-job supervisor - a person on the job site responsible for the training and supervision of the intern.

Post-secondary education - education beyond the high school level and encompasses community colleges, technical institutes, and divisions of four-year institutions. Their educational programs are usually two years in length and award a certificate or an associate degree upon completion.

Teacher-advisor - an instructor who can advise the student on courses offered by the institution that will enable that student to achieve a chosen career goal.

Vocational, technical, or occupational - terms used to denote educational offerings for which the primary objective is the development or improvement of employment skills and the achievement of specific occupational objectives which are less in level or length than the baccalaureate degree. Generally, these are one-year certificate or diploma programs and two-year associate degree programs. Also included in this definition are associate degree offerings where some or all of the courses may be transferred to a four-year baccalaureate program.

CHAPTER II

DEFINING AN INTERNSHIP PROGRAM

To enhance student transition from the world of books to the world of work, educators need to provide a bridge from education to business and industry. An "internship approach" enables institutions to provide this bridge and also maintain a high degree of relevance with regard to the skills that must be performed on the job. The intern experience provides relevant curriculum and instruction for students with vocational goals, because it is designed to respond to the students' needs and occupational requirements as well as the needs and requirements of business and industry. The major purpose of the internship experience is to bring theory and practice into proper perspective for students by alternating course work with practical experience in the work place.

Post-secondary students, by virtue of their career commitments and involvement in a preparation program, can make significant contributions to their employers by working as internship students. Such contributions are to:

1. increase production by reducing training costs and time to the employer because students are trained in the classroom
2. meet long-range recruiting plans by providing a ready source of workers and potential management personnel

3. build a good public image by providing an opportunity for better community-business relations through helping young people prepare for employment
4. contribute to educational process by keeping institutions' curriculum relevant and current to business practices and procedures
5. establish effective educational relations by helping students effect a smooth transition from the academic world to the business world

The internship program is well known to college personnel. It has been frequently used in such areas as educating teachers, physicians, social workers, and counselors, but less frequently in marketing, retailing, accounting, administrative services, and others. Such an experience may be open to people of all ages who have demonstrated interest, aptitude, and ability to benefit from this type of instruction. The curriculum must be constructed to meet the needs of business as well as the career objectives of the students.

The term "internship" or "practicum" generally describes a technique within a collegiate curriculum with the following characteristics:

1. It is used in professional or sub-professional curricula at collegiate levels (in two-year or four-year institutions).
2. It is undertaken typically as a culminating experience prior to the student's graduation, but after preliminary classroom work.
3. It occurs in an actual professional job situation in which the intern experiences the requirements of employment.
4. It is conceived primarily as a way of enabling the student to apply the concepts and skills learned in the college classroom rather than as a way of learning new skills and knowledges.

5. It is usually a full-time resident experience and typically at least three months in length in order to provide a complete experience. (Within this model, part-time work experience is used, with at least 150 hours required per term of work.)
6. It places the intern usually in a firm or an agency that is selected by the college.
7. It has a professional person, who has been selected because of ability, professionalism, and competence as a trainer to supervise the student at the internship agency.
8. It pays the intern a salary, usually at a reduced rate, because the person is a trainee and is not fully productive all of the work time (Mason, 1981, pp. 17-18).

It is important to recognize that an internship has as its major purpose the development of occupational competence through practice after theory education has been completed. Theory is related to practice through training plans devised by the coordinator, employer, and student. As these plans are carried out, the student gains occupational experience toward the career objective.

As Mason predicts in Cooperative Occupational Education (1981), it is quite likely that internships will be more widely used in college curricula in the future because:

1. it is harder for the institutions to offer the specialized courses, instructors, and special equipment needed for some courses in which only a few students will participate.
2. internships promote social and emotional maturity through human relations experiences that cannot be obtained in the classroom.
3. interns may "experiment" with different positions or job specialties that may interest them in order to select the best career objective.

4. internships aid students in making the transition from formal schooling to the actual professional situation and help develop a sense of responsibility and independence.
5. although the internship prepares students for advanced level positions, students with no previous work experience can gain the needed entry level training.

CHAPTER III

ORGANIZING AN ADVISORY COMMITTEE

An advisory committee is an organized group of lay people interested in education who give assistance in planning an educational program that will prepare students for satisfactory employment in the business community. The Advisory Committee plays a vital role in the success of the Internship Program because it reflects the demands of the business community to the institution. In the University of Minnesota A Guide for Cooperative Vocational Education (1969) suggested advisory committee responsibilities include:

1. Communicate the values of the Internship Program to the community.
2. Identify suitable internship agencies.
3. Assist in organizing Internship Program.
4. Evaluate the effectiveness of the Internship Program.
5. Serve as a liaison group between the institution and the business community.
6. Provide instructional help such as: resource speakers, trade materials, and occupational information.
7. Work with labor and management groups to insure maximum involvement and cooperation.
8. Assist in determining the criteria and standards for measuring job performance of the student at the internship agency.
9. Provide public relations activity at the local level.
10. Project manpower needs for the various occupational fields.

It is important to remember that advisory committees are consultative in nature and have no authority over the program. Educational policy remains under the control of the administration of the institution. The advisory committee is a sounding board for advice on operating procedures.

The advisory committee members are selected on the basis of their interest in and knowledge of what constitutes adequate training for workers. Members may be selected from:

1. Individuals from local business and service clubs
2. Office employees, including people in nontraditional jobs
3. Vocational teacher-coordinators
4. Vocational state department employees
5. Department heads or instructors within collegiate departments involved
6. Successful graduates of the Intern Program

It is not advisable to have more than one individual from the same business although each member may select an alternate for representation on the committee in the event a substitute is needed. Members of the advisory committee need to be encouraged to give their suggestions and advice freely. To be effective, advisory committees need to be broadly representative of the total community or geographic area and need to include a balanced representation of women and men from traditional and nontraditional occupational areas.

Several factors to consider when organizing an advisory committee are:

A. Number and Tenure of Members

1. Number of members
 - a. It is recommended that the local advisory committee be comprised of seven to ten members.
 - b. The committee should not be so large and diverse in their interests that it is made ineffective.
2. Tenure of members
 - a. The tenure of each committee member should be at least two years since the second year tends to be the most effective for members.
 - b. It is suggested that the term of the members be set upon a staggering basis so that there are always experienced members on the committee.

B. Frequency of Meetings

1. There may be at least two but no more than four regular meetings in each term.
2. The coordinator may call special meetings when it is deemed advisable to do so.
3. Formal meetings may be called when a planned agenda justifies it.

C. Suggested Agenda for a First Meeting

1. The coordinator can preside over the first meeting and discuss the objectives of the Internship Program.
2. The committee can discuss how to promote the Internship Program. (Included in Appendix A is a sample letter to be sent to area businesses endorsing the Internship Program.)
3. Elect a non-school individual as chairperson. The coordinator will work closely with this individual setting up future meetings and planning the agenda.

D. Coordinator's Responsibility

1. Prepare meeting agenda to best utilize coordinator's and members' time.

2. Keep the committee consultative in its functions.
3. Set objectives that are not too broad.
4. Inform members of objectives.
5. Follow up on the committee's recommendations.
6. Seek counsel from individual members informally during the school year.

CHAPTER IV

PLANNING AN INTERNSHIP PROGRAM

A sound Internship Program is not organized spontaneously. Ideally three to six months may be required to gather essential data; obtain the necessary local support in the employment community; identify and counsel students who can profit from the Program; employ personnel; organize and work with advisory committees; and provide facilities and instructional materials. Planning an Internship Program involves decisions by administrators of the institution, faculty, students, and prospective employers.

The decision to initiate an Internship Program should include consideration of the three elements discussed below. These elements are: (1) a strong departmental commitment to this type of program; (2) internship education conceived and planned as an educational tool; and (3) financial support by the institution.

1. Departmental commitment - A successful Internship Program will usually necessitate departmental changes. Teacher-advisors must be informed of the advantages of the Internship Program and instructors must be educated to teach the skills and attitudes necessary for the Program. Other changes may concern the university departmental calendar, the organization of the curriculum, the practices of recruiting students, the financial aid policies, and the budget priorities of the department.

2. Educational tool - If an Internship Program is to be of value, it must be conceived and planned principally as an educational tool. Sustained faculty support is possible only when the educational experience is favorable and the program objectives are principally educational in nature. The Program is expected to contribute to student growth and allow the application of competencies which the student possessed before entering the Program. Through the proper use of training plans, on-the-job supervisors, and the coordinator's evaluations, the desired learning outcomes are achieved.

3. Institutional support - In order to achieve a vital Internship Program, the institution must make several administrative decisions. Such decisions include:

A. Curriculum Development

1. Kinds of internship courses offered
2. Length of internship courses
3. Where internship program fits into the overall curriculum

B. Academic Credit

1. Number of hours to be earned (3 or 6)
2. Evaluation requirements
3. Drop/add procedures
4. Requirements for entry into the internship program

C. Student Participation

1. Open to all students or limited to certain colleges or divisions

D. Financial Support

1. Salaries for coordinator and clerical help
2. Expenses for:
 - a. coordinator
 - b. telephone
 - c. printing
 - d. travel
 - e. supplies
3. Staff training and development
4. Conferences and workshops

Employer interest and support must be measured early in the planning because their participation is essential for the Internship Program. Employers must perceive the Program as a source of potential trained manpower for full-time jobs and as an opportunity to fulfill a social obligation. There are several strategies that can be recommended to get the community involved in the Internship Program:

1. Develop community awareness through talks or slide presentations at service clubs, organizations, and other community groups. Included in Appendix A is a prospective employer interest form to be distributed at the end of talks or speeches to these groups.
2. Use community organizations to carry out seminars and conferences to develop awareness of Internship Program and its benefits to employers.
3. Utilize newspapers, brochures, radio and TV for coverage of existing programs and promotion of new programs.
4. Use an advisory committee to assist in promoting the Internship Program and to solicit positions.

An inventory of employer interest (Appendix A) is essential in establishing the needs for an Internship Program. Also included in Appendix A is a sample letter to be sent to employers in the community

introducing them to the Program. This letter should be followed up by a visit from the coordinator explaining the Program--its purposes, its advantages to the employer, and the role of the employer in its operation.

Along with the support of the administration, faculty, students, employers, and the general public, a successful Internship Program needs supporting assistance from these other institutional areas:

1. counseling and testing services
2. financial aid
3. registrar's office
4. library
5. student associations
6. placement

Justification of an Internship Program is largely a matter of gathering, organizing and presenting data from the viewpoint of those who do the judging. The need for an Internship Program may be clear to the supporters of the program, but unfortunately this is not sufficient justification to convince all of the people on whom the successful inauguration and development of the program depends.

When justifying the Internship Program factually, the institution must first establish the fact that the program will meet the needs of the students in the institution. Follow-up studies are necessary to determine the employment histories of graduates and drop-outs. Consult faculty members for their views on the need for and the workability of the program. Survey students who would benefit from this type of practical learning experience to see if they are

willing to participate in the program. Program planners need to keep in mind that this type of program is only one component of the total education program that serves the institution and needs to occur at the proper time and place in an individual's educational development.

CHAPTER V

IMPLEMENTING AN INTERNSHIP PROGRAM

Starting an Internship Program in a post-secondary institution is no small task because there are few guidelines and few experienced personnel. The director of the Internship Program should take advantage of every opportunity to attend workshops, seminars, and conferences connected with internships.

The individual selected to head the Internship Program needs to be one who can communicate with the faculty, give guidance to the students, and understand the viewpoints of the employer. It is essential that this person have previous teaching experience and business and industry experience. Guidance and personnel work would also be an asset. Adequate secretarial assistance is necessary as well as office space favorable for interviewing students and for receiving business leaders who are interested in the Internship Program.

The following activities are examples of implementing an Internship Program and may be altered to fit individual situations.

- I. To explore Internship Programs for feasibility
 - A. Attend training workshops
 - B. Visit existing programs
 - C. Have planning meeting (faculty, administration, industry representative, student)
 - D. Establish flowchart (priorities, time limit, etc.)

- E. Meet with a few business people in the community
- F. Have a consultant visit
- II. To establish the internship office
 - A. Prepare brochures
 - B. Prepare forms for student's use
 - C. Prepare handbook to show
 - 1. benefit to students
 - 2. benefit to employers
 - 3. benefit to institution
 - 4. benefit to community
 - 5. forms used in program
 - D. Prepare beginning objectives
 - E. Select advisory committee members
 - F. Present program to organizations--Chamber of Commerce, Rotary, Optimist, etc., explaining Internship Program
 - G. Visit established programs
 - H. Recruit students
 - I. Plan budget
- III. To establish operations, sell the program, begin placement
 - A. Establish evaluating procedures
 - B. Have advisory committee meeting
 - C. Interview students
 - D. Visit surrounding businesses
 - E. Establish one-year program objectives

CHAPTER VI

PROMOTING AN INTERNSHIP PROGRAM

The coordinator must "sell" the Program not only through formal situations, but informal ones also. Often a casual, direct approach can further an understanding of the program better than a formal speech. However, with the formal approach, the coordinator can usually reach more prospective employers in a shorter period of time. Promoting the Internship Program on a formal basis involves at least five basic areas. These areas are:

1. Purpose--goals and objectives of Intern Program
2. Markets--individuals who are necessary to operation of the Program
3. Messages and media--the communications and means of reaching these individuals
4. Feedback--measuring results of use of media and messages
5. Adjusting strategies--revising plans for most effective use of media and messages

The goals and objectives of the Internship Program must be well defined so that a successful operation can be achieved. Two of the major objectives are job development and student placement. An effective Intern Program must have sufficient job opportunities for the students so the development of jobs is critical to the success

of the Program. Likewise, the Program must offer to the business and industrial community, students who are qualified for and interested in the jobs made available to them. Definite goals and objectives also provide a means of evaluating the Program and making revisions or adjustments when necessary to meet the objectives.

After the goals and objectives are established, identification of the markets is possible. Who are the groups and individuals that must be reached in order to achieve the objectives of the Program and upon whose support the Internship Program depends? Two sets of intern markets are evident: (1) internal, which are groups within the institution, and (2) external, which are groups outside the institution.

The internal market consists of:

I. Students

- A. Current interning students
- B. Potential interning students
- C. Former interning students

II. Faculty

- A. Instructors
- B. Department chairperson
- C. Advisors

III. Administrative staff

- A. Dean

These groups are important to the internship coordinator because they are the source of intern students whose support and involvement is required to continue the Internship Program.

The external market consists of:

- I. Employers
 - A. Current internship employers
 - B. Potential internship employers
- II. Professional media
 - A. Print media
 - B. Broadcast media
- III. The general public
 - A. The local community

These groups are vital to the program for a number of reasons. Employers and employer organizations are sources of internship agencies and advisory council members. The support of the media professionals gives the Internship Program a high degree of visibility. The support of the general public is desirable to ensure a broad base of perceptual and professional credibility which is basic to the survival of any Intern Program.

Once the markets are identified, the internship coordinator can decide what media to use. At least four avenues are available:

- I. Printed material
 - A. Letters
 - B. Brochures

- C. Newsletters

- D. Magazines

II. Audio visual material

- A. Slide presentations

- B. Films

- C. Exhibits

- D. Bulletin boards

III. News and related material

- A. Printed media

- 1. Newspapers

- 2. Campus publications

- 3. Employer publications

- B. Broadcast media

- 1. Commercial radio and TV

- 2. Campus radio and TV

IV. Special Events

- A. Orientation of internship students

- B. Workshops

- C. Seminars

A program of planned publicity and public information is essential to establishing and maintaining a vital Internship Program. Good public relations in an Internship Program are necessary for acquainting the public with the Program. Even though internships are not a new idea, the basic facts often are not understood by individuals who are involved in the Program, or by those who would like to participate.

CHAPTER VII

ENROLLING STUDENTS IN THE INTERNSHIP PROGRAM

The first task of the coordinator, before selection, is recruiting. Coordinators are often reluctant to accept the term "recruiting," yet a look around will find the band director recruiting, the coaches recruiting, and even academic teachers recruiting. In each case the term means that the educator is trying to find those students who can profit from the instruction offered. There are a number of approaches available to publicize career options to students:

1. Bulletin Boards
2. Film Presentations
3. Workshops
4. Brochures
5. Faculty Advisors
6. Handbooks
7. Tape Presentations

When the program is on a voluntary basis, faculty support is necessary because faculty advisors and chairpersons must give permission for their students to enroll in the Program. Faculty participation is encouraged by reviewing the trainee programs of prospective internship employers, by recommending qualified students, by being advised of participating internship employers, and

by reviewing the records and accomplishments of the students while on the job. Included in the intern's packet of materials (Appendix B) is a sample of a report the intern must complete and submit to the Chairperson of the department. A copy of the employer's rating form (Appendix B) is also sent to the Chairperson each time one is completed on the intern.

Occasionally, a coordinator must deal with a faculty member or chairperson who does not approve of the Internship Program. Often a direct visit by the coordinator, a member of the Advisory Committee, or a prospective employer from the business community will clarify any doubts held by the faculty member. The coordinator must realize that the faculty member is an influential individual in conveying information on the advantages of the Internship Program to the student. By keeping the faculty fully advised of the student's progress and of the Program, a cooperative relationship can develop. As faculty advisors see their students achieve success in the work experience, they will more readily refer students to the Program.

Prior to the beginning of the term, the coordinator must have an interview with each student interested in the Internship Program to determine the career objectives. During the interview the student is encouraged to think about the type of job desired and is reminded that job placement will be in a position related to the student's major field. Students who are not ready for the Program or are merely job-hunting can be spotted quickly by an experienced coordinator and eliminated from the program.

After the initial interview, the student is sent with the proper forms (Appendix A) to obtain the advisor's approval. After the advisor has given approval, the student may apply formally for the Internship Program (Appendix A). Once the student has been accepted, the coordinator is ready to place that student with a business firm in a position that correlates with the major career objective.

It is advisable to have a seminar with all the interning students to discuss the preparation of a résumé; proper interview techniques; and the packet of materials each student is to complete. The packet of materials (Appendix B) is designed to achieve two aims:

1. Research and study of the job and related occupations
2. Justification for college credit

Also included in the packet is a coordinator's Work Sheet which is kept by the coordinator in the intern's folder. This Work Sheet lists all the forms the intern is to complete and a place to check them off as they are returned by the intern.

CHAPTER VIII

DEVELOPING THE INTERNSHIP AGENCY

The internship plan is based on the premise that actual work experience has the capacity to provide an educational experience on the job which will reinforce and supplement classroom instruction. Supervised work experience through the Internship Program is a vital part of quality post-secondary programs. Thus, an internship agency may be used as a laboratory which provides:

1. relevant instruction designed to meet student goals
2. realism through direct application of classroom instruction
3. exposure to the work environment of the real world
4. rapidity in revision of curricula in light of changing occupational requirements
5. reduction in costs of education to the institutions by utilizing employer staff and facilities, thus shifting some cost to the business community
6. reduction in costs of education to students when the intern is in a paid position
7. reassessment by the student of abilities, needs and goals in light of the work experience in the real situation

Coordination and supervision begins with identifying suitable internship agencies. Employers have diverse reasons for cooperating with the institutions in providing internship education; therefore, the institutions must adequately supervise employer participation.

Approval and adoption of an internship agency should be based on mutual understanding and agreement among the employer, institution, coordinator, and interning student. It is the coordinator's responsibility to see that the employer understands that this is an educational program and not a part-time employment service. The student's needs, interests, and aspirations are important considerations in determining the suitability of an internship agency.

The coordinator must have some criteria for determining what constitutes a suitable internship agency. Some factors to consider are:

1. Relevance to career goal of student
2. Adequate on-the-job supervision
3. Variety of experiences related to career goal
4. Healthful and safe working conditions
5. Reputable business practices
6. Sufficient working hours at reasonable times
7. Up-to-date facilities and equipment
8. Fair and reasonable wages
9. Reasonable location for travel to and from work
10. Compliance with local, State, and Federal labor regulations

It is important that employers of interning students be strongly committed to the training objective. If a firm or organization has an on-going training program and seeks to develop each employee to maximum occupational growth, it is usually a suitable internship agency.

The personnel who do the training have a great deal to do with the effectiveness of the internship experience. Frequently the responsibility for training and supervision of the student is delegated to a supervisor. This supervisor needs to be evaluated by the coordinator on such factors as competence in the occupation to be taught, interest and attitudes toward the student, ethics the student can emulate, time allotted to training, willingness to work with the coordinator, ability to adapt job instruction to the capabilities of the student, and competence in human relations.

CHAPTER IX

PLACING INTERNS ON THE JOB

Coordination includes student-employer interviews, student placement, reassignment to different internship agencies and termination procedures. Placing students in internship agencies that will best meet their occupational goals is the first consideration of the coordinator and developing a plan for placing these students is necessary.

Before going on an interview, the student must be briefed on interview skills. Prior to or during the first few weeks of the term, all intern students need to receive instruction on how to prepare for and act during an interview. Performance-Based Teacher Education Module J-5, "Place Co-op Students on the Job" (1978) states that instruction should include:

1. Preparing personal data sheet
2. Filling out written application forms
3. Information on types of questions an employer usually asks
4. Information on types of questions the student should ask
5. Proper clothing for the interview
6. Conduct during the interview stressing good manners and proper English

In a seminar at the beginning of the semester, these skills may be practiced in a simulated situation before going on an actual interview. In some institutions, employment skills are taught by means of

a short seminar conducted by other departments on campus. Requiring intern students to attend one of these seminars may substitute for the coordinator reviewing this material in the seminar at the beginning of the internship.

One major aspect in placing a student on the job is to accurately match the student to the employer. The student's occupational goal and personal characteristics must be analyzed and matched to an employer whose wants and needs have also been analyzed. If possible, placement needs to be made several weeks before the term actually begins so that the student can adjust to the work.

Three methods may be used to place students. They are:

1. Allow all interested students to apply to a specific internship agency.
2. Coordinator selects one student and others successively if the first student is not hired.
3. Employer selects a student from prepared list of interested students. List should include each student's job history and major courses (Mason, 1981).

No matter what method is used for placement, it is essential that the coordinator use all available resources to match the student's ability and interests with the needs of the internship agency.

When the student is ready to go on the interview, an interview card (Appendix A) is completed and signed by the coordinator. This card tells the student what business to visit, when to be there, and the name of the person conducting the interview. The card serves as a letter of introduction from the coordinator and is given to the interviewer.

It is necessary for the coordinator to follow up on the interview immediately and get the employer's impression of the student's interview. Feedback and helpful suggestions solicited from the employer need to be passed on to those students who were not hired.

After the student has been hired, the coordinator makes the first coordination visit. A file folder prepared ahead of time containing pertinent information about the intern and the work program is helpful. Items to include in the folder are:

1. coordinator's business card, or name and phone number
2. training agreement
3. training plan
4. student evaluation
5. other items necessary to inform or help the employer with the Program such as:
 - a. institution's schedule of holidays
 - b. grading periods

The coordinator needs to go through the folder to familiarize the employer with the contents and then leave the folder with the employer for reference and later student evaluation.

Occasionally the coordinator may have to reassign students to a different internship agency. Three common reasons for reassignment are: (1) the intern is performing unsatisfactorily; (2) the internship agency is unsuitable; or (3) the job is no longer available.

Alternatives to consider if the intern is performing unsatisfactorily on the job are to: (1) drop the intern from the program; (2) reassign the intern to another job; (3) allow the intern to

take another course if within the drop/add time limit of the institution.

The best choice, of course, is to reassign the intern to a new position. When reassigning an intern, the coordinator follows the same procedures used when making the initial placement.

If the internship agency is unsuitable or the job disappears, the intern may be reassigned or allowed to drop the course in keeping with drop procedures of the institution. The coordinator needs to determine if the internship agency is unsuitable or if that particular intern is not suited to that agency. Goodwill must be maintained with the employer even if the internship agency will never be used again.

In the event that a job must be terminated, procedures to follow are:

1. Discuss the termination with the internship agency and determine the cause of termination.
2. Discuss the termination with the intern.
3. Review the policies and procedures of the intern program and determine if there are any violations.
4. Contact intern's advisor and explain termination.
5. Decide what action to take based on the policies of the program.

CHAPTER X

DEVELOPING TRAINING PLANS

When the student is hired, a training agreement is completed and signed. This agreement is not a contract but simply defines the responsibilities of the intern, employer, and coordinator. A sample training agreement is included in Appendix A.

After the training agreement is signed, an individualized training plan for each intern is prepared on a cooperative basis with the employer, coordinator, and intern. This training plan is valuable to the employer because it gives the intern's occupational goals. It is important to the coordinator because it provides a means of evaluating the intern. A training plan is of value to the intern because it defines the responsibilities for performance as it relates to a chosen occupation.

The first step in preparing a training plan is to determine the specific and related tasks of the job leading to the intern's career objective. The coordinator and employer can discuss with the intern those skills, attitudes, and aptitudes necessary for successful employment in the intern's chosen occupational area.

The second step in preparing a training plan is to determine the competencies that need to be developed. Competencies may be listed by areas corresponding to the curriculum and be stated as skills and attitudes, understanding and knowledge. A training plan

that includes every competency in both the cognitive and affective domains would be too long to be practical. It is, therefore, necessary to cluster the competencies around major competency areas in the curriculum. Then the major competencies to be developed are listed on the training plan. A training plan that is not too complex is best, since employers and on-the-job supervisors are more willing to follow a plan that is simple to complete and easy to understand.

The training plan is a valuable evaluation tool for the coordinator. It aids in the evaluation of the intern by making it possible to determine the tasks the intern has experienced since the training began and since the last visit. The training plan also provides for a systematic method of evaluating the internship agencies. The intern completes a profile of the plan, rating the training provided for each task. This information plus the information gathered by the coordinator's visit results in an annual evaluation of each internship agency.

The training plan should include the following information:

1. Occupation title
2. Job description
3. On-the-job learning experiences
4. Employer's rating
5. Related instruction
6. Coordinator's evaluation
7. Dates started and completed

8. Names of:

- a. intern
- b. internship agency
- c. on-the-job supervisor
- d. intern-coordinator
- e. institution

The training content of an internship job experience needs to be matched to the capabilities of the intern. A well-developed training plan can be the best guide for matching intern knowledge and skills to the on-the-job experience. A sample training plan is included in Appendix A.

CHAPTER XI

SUPERVISING INTERNS

For efficient program operation, it is necessary for the coordinator to make planned visits to the internship agencies to observe the interns on the job. Each agency needs to be visited at least twice a term for intern evaluation and at least once for intern placement. Depending upon the individual circumstances, each internship agency and intern may require more visits but usually not less. Fewer coordination visits are necessary on the collegiate level than the high school level because of the maturity of the interns and their own self-direction. These visits aid the coordinator in evaluating intern progress and the development of the internship agency as a training experience. The coordinator is also provided with an opportunity to become familiar with the trade terms, procedures, and policies of the internship agency.

For each coordination visit to be effective, it must have a purpose. The following are specific reasons for a visit:

1. Ensure that internship agency personnel understand the philosophy, goals, and workings of the Internship Program
2. Ensure that internship agency personnel understand their role in the program
3. Gather information that will help the coordinator evaluate intern progress

4. Determine what, if any, problems exist which need to be solved
5. Determine adequacy of the training program

There is no rule of thumb for the length of a coordination visit, but visits involving the time of the employer and on-the-job supervisor usually need not last longer than an hour. A guideline to use in determining the length of any visit can be to schedule enough time to accomplish the planned purpose but not waste any individual's time. Good judgment and common sense are adequate guides.

It is important to phone each employer and/or on-the-job supervisor to confirm an appointment for a specific time and date for a visit. In some cases, an employer may prefer that the coordinator "drop in" at any time. Whichever method is used, it is necessary to arrange a convenient time and to have the employer's permission to visit.

Since each visit has a purpose, a form needs to be developed listing activities for a visit. A coordinator's form such as the one included in Appendix A can aid in a meaningful visit and eliminate wasted time. The following information is helpful on the form but other material may be added to fit individual needs:

1. Intern's name
2. Firm name
3. Problems encountered by intern or supervisor
4. Information of interest
5. Suggestions made

Every visit does not have to be an observation/evaluation type which is covered more thoroughly in Chapter XII, but it is important to be aware of the activities engaged in by the intern. It is advisable to have the on-the-job supervisor submit a mid-term and an end-of-term evaluation form such as the one included in Appendix A and discussed in more detail in Chapter XII.

There are some additional benefits to be derived from these coordination visits which do not directly relate to intern progress. During the contacts with employers, the coordinator can make these business people aware of the activities of the institution's programs. The employer can also provide information regarding opportunities for full-time employment after graduation and help the coordinator become familiar with trade terms, technical knowledge, and required job skills.

It is important to keep the intern's advisor and the administration informed as to the progress of the intern. A copy of the employer's or supervisor's rating statement (Appendix A) may be sent to the individual advisor and department chairperson after each rating period. This detail can help gain respect and approval for the Program.

CHAPTER XII

EVALUATING INTERNS AND THE PROGRAM

One of the most important duties of the internship coordinator is to evaluate the on-the-job progress of the intern. The evaluation process is performed by the internship coordinator, the employer or on-the-job supervisor, and the intern. In this way the intern will understand what has been accomplished and what needs to be learned. The coordinator and on-the-job supervisor will know what adjustments need to be made on the job to meet the needs of the intern.

A formal evaluation allows the coordinator to derive a final, documented grade for the intern. An evaluation-type visit needs to be made by the coordinator at least twice a term. Each time a visit is made to the job site, an evaluation form is completed by the coordinator. The observation/evaluation report (Appendix A) lists specific skills and tasks to be learned and/or performed on the job. This list allows the coordinator to determine if the training plan is being followed. Only those tasks being performed at the present time are included on the evaluation. Skills that will be undertaken at a later time need not be included.

The form used by the employer/on-the-job supervisor (Appendix A) is more detailed and structured than the form the coordinator uses.

A clearcut form is necessary so there will be no misunderstanding of the ratings. The form needs to provide space for listing such information as name, date, internship agency, etc.

Specific traits to be rated are:

1. Relations with others
2. Judgment
3. Ability to learn
4. Work habits
5. Progress in acquiring occupational skills
6. Attendance - punctuality
7. Attitude-application to work
8. Quality of work
9. Overall performance

Each area included on the evaluation form needs to be discussed with the on-the-job supervisor in order to identify areas of attention and the coordinator may need to assist the supervisor in completing the form the first time. Both the intern and the on-the-job instructor need to rate the intern in the same areas using the same evaluation form. In addition to the formal evaluation, a continuous informal evaluation is done by the on-the-job supervisor. In this way, minor problems can be identified and solved before they become major ones.

The intern is asked to evaluate the Intern Program in two ways. The first is by completing the student evaluation form (Appendix B) at the end of the work experience. The intern evaluates not only the Internship Program but also the coordinator, the on-the-job supervisor, the employer, and the classroom instruction.

Evaluation is also gained through student seminars that are held during the semester. The final seminar gives the interns a chance to talk about their experiences and evaluate the Program. Through this feedback, the coordinator can gain valuable information for improving the Program, the internship agencies, the classroom instruction, and the coordinator's role in the Program.

In addition, the intern regularly submits a weekly report form (Appendix B) showing (1) tasks performed, (2) hours worked each day, (3) problems encountered, and (4) occasional comments from the supervisor. This weekly form serves as an attendance record for the intern and also allows the coordinator to receive feedback about the job and the duties performed.

At the time of the coordination visit, the supervisor can provide formal feedback by answering questions asked by the coordinator.

Some questions to consider are:

1. How does this intern compare with other beginning employees you have hired?
2. Does the intern show an interest in learning about the company?
3. Would your firm consider hiring this intern permanently?
4. Has the intern developed into a useful employee?
5. What are some of the intern's strengths and weaknesses?
6. How long did it take to train the intern?
7. Does the intern have the potential to succeed in the present working area?
8. How can the institution help the intern become a better employee?

9. Will the firm continue as an internship agency?
10. Does the intern have the necessary qualities to be considered for a mid-management position?

Each time the formal evaluation of intern progress is made, the report is reviewed with the intern so that the intern (1) can provide input, and (2) can be made aware of the strengths and weaknesses in the job performance. The strengths are included so that the intern will maintain a positive self-image. Weaknesses are indicated by the coordinator in a constructive manner to the intern so that improvements can be made.

After the strengths and weaknesses are identified, methods of improvement are discussed. Steps to correct weaknesses are agreed upon and added to the training plan. If the intern is ready to assume new duties, these are agreed upon by all three participants and added to the training plan. The on-the-job supervisor is made aware of any aspects of the on-the-job experiences that need adjusting. The coordinator follows up on the results of these decisions on the next coordination visit.

When the coordinator has a workable evaluation plan, a wide range of feedback can be gathered on the intern's performance and progress. As suggested in the Performance-Based Teacher Education Module J-8 "Evaluate Co-op Students' On-the-Job Performance" (1978), the following sources can be utilized for feedback:

1. informal feedback from intern
2. informal feedback from on-the-job supervisor
3. weekly reports from intern

4. progress reports from on-the-job supervisors
5. coordination visit report
6. coordinator's observation/evaluation report

The coordinator, supervisor, and intern can determine needed improvements and help ensure a meaningful and productive training experience for the intern on the job.

VOCATIONAL-TECHNICAL SCHOOL INTERNSHIPS

VOCATIONAL-TECHNICAL SCHOOL INTERNSHIPS

The basic philosophy of the vocational-technical schools is the same as the philosophy of other post-secondary institutions, namely that of fulfilling the training needs of individuals to enable them to enter a recognized occupation. However, the philosophy of the vocational-technical school differs from the university in three areas: (1) placement of students, (2) needs of business and industry, and (3) different type of student.

The major objective of the vocational-technical schools is not only to train individuals for a recognized occupation, but also to place them after graduation in a job in their chosen occupation. The university philosophy puts more emphasis on the academic training of the individual and less on placement.

The vocational-technical schools work with three groups of individuals--those needing fundamental employment skills, those who are already employed and are highly motivated to upgrade or update their occupational skills in order to achieve advancement in employment, and those needing retraining. The university deals mainly with individuals needing fundamental employment skills and is not as involved with retraining or upgrading individuals.

The third difference between the vocational-technical schools and other post-secondary institutions is the emphasis that the

vocational-technical schools place on meeting the needs of area business and industry. They work closely with business and industry to provide relevant instruction to meet current labor market needs. Most vocational-technical schools have several advisory committees serving different career areas and these committees can provide valuable information as to job placement, employer interest, community needs, and class content.

Most of the principles for developing an internship program for post-secondary institutions apply to the vocational-technical schools but there are some differences which make the vocational-technical schools unique as contrasted to a university setting. These differences will be dealt with as they occur in the following discussion.

Program planners must keep in mind that the Internship Program is only one component in each career area of the school. A general faculty meeting can determine what career areas would profit most from an internship program by listing advantages and disadvantages of adding the internship to their program. It is important that faculty members have a positive attitude toward the internship program because their support is vital to the success of the program.

Employer interest and support must be measured early in the planning. It is also necessary to determine if there is a high school cooperative education program in the area, since these students sometimes saturate the internship market. Advisory committees, employer

interest and inventory letters, and coordinator's visitations should give an accurate picture of the employment possibilities for interns.

PLANNING AND IMPLEMENTING AN INTERNSHIP PROGRAM

After the career areas that will use the internship program are determined, the planning and implementing begins. The program should not be organized spontaneously. Ideally, a year may be required to study the needs, to plan, and to tool up properly for the operation.

Some areas in the vocational-technical school may already be utilizing work experience in their programs. For example, the nursing program usually has an internship component. The office occupations area frequently sends secretarial students to work in an office although this may be more of a "shadowing" experience with no pay involved. Examination of these programs aid in determining the features that can be used in the internship program. The school may elect to start the interning in a few areas and add others quarterly or yearly thereafter.

Coordination of the internship program is important. If enough areas are involved, a general coordinator can be appointed to head the entire program. If only a few areas are involved, each career area instructor may supervise students.

There are many duties associated with the coordinator's job that are not common to most teaching positions; therefore, it is necessary for the coordinator (or instructor) to have adequate time, facilities,

and equipment to fulfill the numerous administrative and counseling responsibilities. Such duties include:

1. career counseling of students
2. assisting in the preparation of learning objectives to be achieved through work assignments
3. attracting students into the program
4. developing appropriate work assignments
5. dealing with a variety of administrative and faculty offices within the institution
6. developing promotional materials for the program
7. managing the program

PROMOTING AN INTERNSHIP

The primary purpose of publicizing an internship program in a vocational-technical school is not to recruit students as is necessary on the university level, but to inform the school, business, and community of the following:

1. the need for the program
2. the objectives and goals of the program
3. the operation of the program
4. the benefits to the student participant
5. the benefits to the community
6. the benefits to the school
7. the benefits to business (Cooperative Office Education Handbook, 1973, p. 54)

Promotion of an internship program is the responsibility of the coordinator or instructor in charge of the program. A general

publicity campaign to promote the internship idea in the business community will be necessary. All available media can be used to reach the desired individuals. This includes newspapers, brochures, pamphlets, radio, and TV. The best publicity, however, is the program's successfully employed students and satisfied employers.

The coordinator's relationship with other instructors, business people, and administrators will greatly determine the success of the program. The instructor-coordinator must establish a personal relationship with other instructors because their input is important in determining the abilities of students and the suitability of internship agencies as well as providing follow-up information. A good relationship is necessary with the business community since their support is vital to the placing of students in jobs. The involvement of the administration is important because their approval is necessary in all major decisions affecting the program.

UTILIZING AN ADVISORY COMMITTEE

The vocational-technical school usually has an advisory committee for each career area offered in the school. These committees can be helpful in initiating and promoting the internship program; however, a separate committee is necessary to supervise the internship program. The career area committee members can offer suggestions as to persons qualified to serve on the internship committee. The advisory committee consists of people from the business community, an instructor from each career area involved in the program, administrative personnel, teacher-educators from area colleges, and state department

of education personnel. Members will serve for a two-year term with one member being rotated off the committee and replaced each year.

The advisory committee is consultative in nature and has no authority over the internship program, the administration, or the instructors. It is organized for the purpose of assisting the institution in planning an educational program that will prepare students to take their place in the world of work and meet the current needs of the labor market.

Suggested Functions of an Advisory Committee

1. To assist each career area staff members and/or coordinator in determining initial employment opportunities in the school service area.
2. To assist in determining the kind and amount of training needed.
3. To give advice on curriculum and course content.
4. To assist in maintaining and achieving better selection and placement of interns.
5. To assist in setting up standards for and selection of internship agencies for students participating in the Internship Program.
6. To assist in obtaining part-time employment for intern students.
7. To assist the vocational-technical school personnel in promoting the Internship Program and its needs to the community (Cooperative Office Education for Post-Secondary Students, pp. 18-19).

ENROLLING STUDENTS IN THE INTERNSHIP PROGRAM

There is no need to recruit students for the Internship Program since most career areas require students to take the internship as a

part of their course work. With the open entry/open exit policy, a student may enroll in related classes at any time and may go to work as soon as the necessary skills and attitudes are achieved. Classroom credit is given for the time worked so the student is not required to remain in the classroom for the entire term as is necessary on the collegiate level. Some specialized courses, such as data processing, have a closed class and all students begin the course together and finish together. For example, the first part of the course is spent in classroom instruction which is six hours a day, five days a week, and the latter part of the course is spent on the job training.

After the students are introduced to the internship program via brochures, posters, displays, etc., the coordinator helps the students gather data about their occupational needs and interests. Ability and aptitude tests are administered upon entering the vocational-technical school and specific courses may require additional tests. This is in contrast to the university which requires only the usual entrance examination. By comparing their test results with occupational resource materials such as the Dictionary of Occupational Titles or the Occupational Outlook Handbook, the students can determine the suitability of an occupation for them.

Then, the student completes an application for the Internship Program which lists personal data, work experience, education, and career interest. Other forms requesting information from the student

may be: (1) the forms which are suggested or required by the institution or state, and (2) the requirements of the particular career area. There are usually enough forms available to be adapted to a particular school's needs so that it is not necessary to develop new ones. Copies of all data gathered, via written forms, testing, interviews, etc., and all decisions made as a result of interpretations of these data must be filed in the student's cumulative record file.

Responsibility for obtaining copies of the selected tests, setting up the date and time for testing, and administering the tests will vary according to school policies.

DEVELOPING THE INTERNSHIP AGENCY

The instructor or coordinator at a vocational-technical school has the primary responsibility for locating prospective internship agencies. However, students may locate their own job or employers may request a specific student. A list is made of career areas with the number of jobs needed within each area in order to determine the internship agencies needed. Advisory committee members are usually avid supporters of the internship program; therefore, they may be asked to consider their own businesses as prospective internship agencies. Once a list of prospective firms is compiled, the instructor-coordinator arranges an appointment with each one. During this interview, the firm can be evaluated as to suitability for an internship agency.

The instructor-coordinator identifies criteria for a suitable internship agency, and the advisory committee is given an opportunity to review and revise, if necessary, this criteria. Some basic questions to answer are:

- (1) What are the firm's present employment practices?
- (2) What is the firm's reputation in the community?
- (3) Is the employer willing to cooperate with the vocational-technical school?
- (4) What are the employer's views toward vocational-technical students?
- (5) Does the firm have the facilities and equipment necessary to provide the student with meaningful learning experiences?
- (6) Does the firm have an on-the-job supervisor qualified and willing to train interning students?
("Secure Training Stations for Your Co-op Program,"
PBTE Module J-4, 1978, p. 6)

The instructor-coordinator has the responsibility of encouraging a business to provide an internship agency. Enthusiasm about the program and the vocational-technical school will help sell the program to the students as well as to prospective employers. The instructor-coordinator must be able to communicate clearly and concisely the advantages of the intern program and its benefits to the employer. A brochure explaining the program is a good reminder to leave with the prospective employer. A list is compiled of cooperating employers along with a brief job description of each internship agency. This information is kept in the coordinator's file for future reference.

PLACING INTERN STUDENTS ON THE JOB

The students are assigned to an internship agency on an individual basis, matching students to the jobs by their skills and abilities. The challenge for the coordinator is to establish the most effective situation for students to progress toward their career objective.

In order to prevent unpleasant experiences, students must be advised about pay and length of work time. Each career area can determine how long--days, weeks, or months--each student will intern. In some areas, two weeks may be ample. Other areas may require their interns to work part-time for an entire quarter. Some firms have a policy that all employees must be compensated while other firms have set budgets that do not provide for part-time workers. Often interns may work without pay to gain needed entry-level training.

To begin procedures for placement of students, the instructor-coordinator consults the list of cooperating employers previously compiled and matches student abilities with employer needs. Students are then advised of intern positions for which they are qualified and interviews are arranged. Since the vocational-technical school curriculum usually provides an opportunity to learn interview skills, it is not necessary to review these skills again. The student receives an appointment card identifying the student, the school, the instructor-coordinator, the business name and address, time of appointment, and the name of the interviewer. This card serves as a

letter of introduction and is left with the interviewer for future reference.

The employer has the option of interviewing qualified students or having the instructor-coordinator select a suitable student for the job. If the employer elects to interview a student, pertinent information can be included on a personal data sheet that the student takes to the interview. Once the student is hired, the employer, the student, and the instructor-coordinator should sign a training agreement and develop a training plan.

During the placement process, the instructor-coordinator needs to be aware of legal requirements and assist employers in seeing that these requirements are met. Because of the nature of the work for which some are being trained, some students will need to be employed in what is legally defined as hazardous occupations. The instructor-coordinator needs to contact the nearest office of the Department of Labor to obtain the necessary forms and information for placing such students in these positions.

DEVELOPMENT OF A TRAINING PLAN

A vital step in placing an intern on the job is the development of a training plan. This training plan provides a summary of the learning experiences achieved by the intern on the job. It also indicates whether the competencies are developed at the internship agency, in the classroom, or both.

Training plans are in existence for some occupations. With others, the instructor-coordinator may develop an individual training

plan for each intern. There are several sources from which the instructor-coordinator can generate the list of learning experiences:

- (1) The student's own input into the plan. Each student has a career objective and ideas as to what learning experiences would be helpful.
- (2) Employers and on-the-job supervisors are an excellent source for obtaining skills, knowledge, and attitudes needed by employees in particular jobs.
- (3) The Dictionary of Occupational Titles lists the skills and employee requirements for a particular occupation.
- (4) The instructor-coordinator can develop a realistic list of the tasks, duties, and responsibilities for individual jobs.
- (5) The advisory committee can furnish a list of skills needed for jobs.

When the instructor-coordinator has a list of suggested learning experiences, then a final plan is developed. Copies of the final plan are then distributed to interns and employers.

SUPERVISING INTERNS

The instructor-coordinator of an internship program must plan regularly scheduled supervision visits to each internship agency in which students are placed for on-the-job instruction. The observation/evaluation visits will vary with individual interns and internship agencies. However, it is suggested that a minimum of two visits per term be made for evaluation purposes and one for placement. If a general coordinator is hired, ample time will be available to make the required visits to each agency. If the career area instructor is responsible for the supervision of interns, finding sufficient time for visits may be a problem. Regardless of

the responsible person, supervision visits are necessary at regular intervals during the internship.

The number of visits to each internship agency is not as important as the purpose of the visits. Observation/evaluation visits are vital to ensure that the intern is meeting the requirements of the career objective. Quietly observing the intern on the job can provide a coordinator with valuable information as well as talking to the on-the-job supervisor. The following information will help the instructor-coordinator evaluate the student and determine if the career goals are being achieved.

1. Check for any new training activities that intern may have started doing and add to training plan.
2. Acquire information about intern's on-the-job performance and determine if additional help may be needed from the classroom instructor.
3. Resolve any problems that may have occurred since the last visit.
4. Evaluate the training program for adequacy in terms of intern's career goals.
5. Examine safety, health, and legal requirements.

One important advantage of having the instructor of the career area visit the interns is that the instructor can become more familiar with trade terms, technical information, and required job skills. The visits can also provide the instructor-coordinator with information regarding opportunities for full-time employment for students after graduation.

EVALUATING INTERN STUDENTS

The basis for evaluation in the vocational-technical internship program is the intern's progress in acquiring occupational capabilities and competencies. Evaluation is a measure of the degree to which the student has achieved the objectives of the on-the-job training and instruction. The purpose of evaluation is to determine whether or not the student is competent in the occupation, to verify that the learning experiences were effective in developing occupational capabilities and competencies, and to identify areas of strengths and weaknesses in order to plan for further instruction (A Guide for Cooperative Vocational Education, 1969, p. 73).

The on-the-job supervisor needs a basic form to help evaluate specific skills and attitudes. The more straightforward and clear-cut the form is, the less chance there will be for misinterpretation of the ratings. The form provides for feedback on (1) whether the intern is gaining competence in the occupation, (2) the effectiveness of the learning experiences, and (3) strengths and weaknesses in the intern's performance. The on-the-job supervisor must also evaluate student performance in skills, work habits, and personal characteristics. Each of these areas must be discussed with the supervisor in order to clarify any questions (PBTE Module J-8 "Evaluate Co-op Students On-the-Job Performance," 1978).

In addition to the evaluation form, the intern reports regularly to the instructor-coordinator. This is accomplished through a daily log of activities kept by the intern and turned in each week. These

logs provide the instructor-coordinator with feedback as to the student's work routine and job satisfaction, and provides a means of checking work attendance.

The data received from various forms thus provides the instructor-coordinator with enough information to adequately evaluate the student's progress and determine a grade when one is needed. In some instances, no grade or rating form is needed. A letter from the employer verifying the student's employment dates, that the work was training related, and that the work was satisfactory is the only rating statement necessary. On the basis of this letter, the coordinator's recommendation, and the approval of the administration, the student may receive a certificate of proficiency.

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Tonne, H. A. & Nanassy, L. C. Principles of Business Education.
New York: McGraw-Hill Book Co., 1970, p. 237.

APPENDIX A

I AM INTERESTED IN DISCUSSING WITH YOU HOW
MY COMPANY CAN BENEFIT FROM HIRING AN INTERN
STUDENT. PLEASE CALL ME FOR AN APPOINTMENT.

Name

Title

Company

Address

Telephone Number

ADVISORY COUNCIL LETTERHEAD OR COMPANY LETTERHEAD OF CHAIRPERSON

We have hired students on the Internship Program and have found them to be effective employees. You may also find the use of Interns to be an answer to your employment needs.

The Internship Program at the University of Central Arkansas provides training for students with careers in administrative services, accounting, computer science, data processing, marketing, and management. We, the members of the University of Central Arkansas Internship Program Advisory Committee have profited by employing these students. Can you assist one of our students in experiencing work related to one of these career areas? The enclosed brochure explains how the program works. Any specific questions can be answered by the Intern instructor-coordinator.

We hope you will give serious thought to hiring an Intern student in your business and providing the student with an opportunity to learn though work experience and benefit from your expertise.

Sincerely,

_____, Chairperson
Advisory Council

xxx

Enclosure

UNIVERSITY OF CENTRAL ARKANSAS
JOB SURVEY

Name of Firm _____ Phone _____

Address _____

Type of Business _____ Business Hours _____

Name of Person
Completing Questionnaire _____ Position _____

If a program were initiated at UCA so that students could work part-time and attend school part-time, would you be interested in employing one or more students in your business part-time?

_____ Yes _____ Number _____ No

If no, comments: _____

Check the kinds of learning experiences that your business could provide for the student-learner:

☐ Arrange Merchandise	☐ Buying Techniques
☐ Telephone Usage	☐ Electronic Calculator
☐ Filing	☐ Duplicating
☐ Electric Typewriter	☐ Payroll Records
☐ Dictation	☐ Postage Meter
☐ Machine Transcription	☐ Switchboard
☐ Bookkeeping	☐ Window Display
☐ Data Processing	☐ Pricing Tickets
☐ Cash Register	☐ Inventory
☐ Computer	☐ Sales Slips
☐ Marking Machines	_____ Other

What education is required of your beginning full-time workers?

_____ High School _____ College

Do you give job entrance tests? _____ Yes _____ No

If yes, what types of tests are administered? _____

Skill standards required _____

Do you have a training program in your business? _____ Yes _____ No

ADVISOR APPROVAL SHEET
University of Central Arkansas
Conway, AR
(Fill out in duplicate)

Name _____

Local Address _____

Local Phone Number(s) _____

Permanent Address _____

Major _____

Career Goal (5 years from now) _____

What type of an internship will assist you in meeting the above
goals? _____

Where would you like to do this internship? (Type of business & city)
Why? _____

Student will not write below this line

Place of employment _____

Date placed _____

APPROVAL

Advisor

Department Chairman

Intern Coordinator

Student

UNIVERSITY OF CENTRAL ARKANSAS
APPLICATION FOR THE INTERNSHIP PROGRAM

Date _____ Referred by _____

Name _____ Major _____

Address _____
(Street) (City) (Zip) (Telephone)

Classification: Freshman _____ Sophomore _____ Junior _____ Senior _____

Social Security Number _____

Type of placement preferred _____

List below the courses you are taking at present and will be taking next semester which are related to your academic major.

<u>Course</u>	<u>Semester</u>	<u>Course</u>	<u>Semester</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are you presently employed? _____ Where? _____ Phone _____

Supervisor's Name _____ Type of work _____

Previous Work Experience:

<u>Employer</u>	<u>Address</u>	<u>Nature of Work</u>	<u>Dates</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If your application is approved, will you agree to attend both the University and work regularly and abide by the rules that govern this program? _____

Signature

UCA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

INTERVIEW INTRODUCTION CARD

This card introduces _____ who has applied
for enrollment in the Internship Program. This student is interested
in the position of _____ and is to
report to:

Firm _____ Address _____

Interviewer _____ Phone _____

Appointment Date _____ Time _____

University of Central Arkansas
318 Burdick Building
Conway, AR 72032

Coordinator

APPENDIX B

UNIVERSITY OF CENTRAL ARKANSAS
EMPLOYER TRAINING AGREEMENT

Intern's Name _____

Intern's Address _____ Telephone _____

University _____ Telephone _____

Internship Agency _____ Telephone _____

Address of Internship Agency _____

Dates of Training Period: From _____ To _____

Approximate Number of Hours of Training Per Term _____

The INTERNSHIP AGENCY, recognizing that a training plan is being followed and that supervision of the Intern will be needed, agrees:

1. To provide a variety of work experience for the intern that will contribute to the attainment of a career objective.
2. To provide training for the intern for at least the minimum listed number of hours (150 hours per term) for the entire training period.
3. To assist in the evaluation of the intern.
4. To provide time for consultation with the coordinator concerning any difficulties the intern may be having.
5. To hire the intern in a nondiscriminatory manner.

The COORDINATOR, representing the institution, will coordinate the training program toward a satisfactory preparation of the intern's occupational career objective and agrees:

1. To see that the necessary classroom instruction has taken place.
2. To make periodic visits to the internship agency to observe the intern, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the intern.
3. To assist in the evaluation of the intern.
4. To help place the intern in a nondiscriminatory manner.

By:

Employer

Intern

Date

Internship Coordinator

UNIVERSITY OF CENTRAL ARKANSAS
INTERNSHIP PROGRAM
INTERN TRAINING AGREEMENT

The Internship Program is designed to provide a student with the opportunity to obtain a minimum of 150 hours per term of supervised employment. To accomplish this, the student must meet definite requirements and accept certain responsibilities.

As a condition for acceptance into the Internship Program, the student agrees:

1. To take a job in an approved internship agency and remain on that job for at least one term. If the intern leaves the job before completion, no credit will be given for the program.
2. To provide transportation to and from the internship agency.
3. To notify the employer on any day that it is impossible to work.
4. To maintain all records related to employment.
5. To perform all duties in a manner which will reflect credit on the student, the Internship Coordinator, the employer, and the University.
6. To abide by all rules and regulations as outlined by the employer and the University.
7. To keep matters of business in strict confidence.
8. That employment will not be severed without the consent of the Internship Coordinator.
9. To discuss job problems with the Internship Coordinator prior to any discussion with the employer.

Employer

Intern

Internship Coordinator

UNIVERSITY OF CENTRAL ARKANSAS
DISTRIBUTIVE EDUCATION TRAINING PLAN

Intern _____ Job Title _____

Internship Agency _____

(Check column where applicable) S--School Instruction IA--Internship Agency

	S	IA		S	IA
I. PERSONAL DEVELOPMENT			V. CASHIERING		
Attitudes			Appropriate		
Personality			Greeting		
Courtesy			Departmentalize		
Appearance			Merchandise		
Reliability			Calculate &		
II. STOCKKEEPING			Ring Taxes		
Receiving			Total the Sale		
Merchandise			Handle Money		
Pricing			Wrap or Bag		
Merchandise			Merchandise		
Invoices			Correct Errors		
General			on Register		
Housekeeping			Close Register		
Shrinkage			VI. ADVERTISING &		
Stock Control			DISPLAY		
Physical			Budget		
Inventory			Media		
Sales Records			Newspaper Layout		
Ordering			Leaders		
III. SALES			Principles of		
Product			Display		
Knowledge			Traffic Flow		
Promptness in			& Layout		
Greeting			Show Cards		
Proper Approach			Evaluation		
Merchandise			VII. PERSONNEL		
Presentation			Employer-Employee		
Closing the Sale			Relations		
Suggestion			Wages		
Selling			Fringe Benefits		
Closing			Professional		
Cordialities			Standards		
IV. SHOPLIFTING			VIII. STORE OPERATIONS		
Recognition			Want Slips		
Apprehension			Merchandise		
Prevention			Returns		
Employee Pilferage			Sale Events		
OTHER			Cancel Orders		
_____			Credit & Lay-aways		
_____			Comparison Shopping		
			Company Policies		
			Performance		
			Standards		

UNIVERSITY OF CENTRAL ARKANSAS
ADMINISTRATIVE SERVICES
TRAINING PLAN

Intern _____ Job Title _____

Internship Agency _____

(Check column where applicable) S--School Instruction
IA--Internship Agency

	S	IA
I. PERSONAL DEVELOPMENT		
Attitudes		
Personality		
Courtesy		
Appearance		
Reliability		
II. MACHINES		
Dictation/Transcribing		
Electronic Display Calculator		
Electronic Printing Calculator		
Full-Key Adding-Listing		
Ten-Key Adding-Listing		
Computer		
III. TYPEWRITER		
Correcting Electric Typewriter		
Electronic/Memory Typewriter		
Mag Card Typewriter		
MT/ST		
Standard Electric Typewriter		
CPT		
IV. MISCELLANEOUS		
Record Keeping		
Handling Mail		
Filing		
Postage Meter		
Switchboard		
Decision Making		
Using the Telephone		
Copy Reproduction		
Shorthand Transcription		
Accounting		
Business Communications		
V. OTHER		

OBTAIN A COPY OF YOUR APPLICATION FORM, COMPLETE IT, AND ATTACH TO
THIS PAGE.

PREPARE A RESUME' AND ATTACH TO THIS PAGE.

INTERNSHIP AGENCY

1. Name of business _____

2. Address _____

_____ zip code _____

3. Telephone number - store _____

- department _____

4. Founder of company and date founded _____

5. List branches of company (if any) _____

6. Is the business owned by:

Individual _____ Cooperative _____ Governmental Agencies _____

Partnership _____ Corporation _____ (Local, State, or Federal)

Non-profit Organizations _____

7. a. List the advantages of this type of ownership b. List the disadvantages of this type of ownership "

8. Indicate type of business:

- | | |
|---|--|
| ☐ Department Store | ☐ General |
| ☐ Discount Store | ☐ Franchise |
| ☐ Specialty Store | ☐ Cooperative |
| ☐ Variety Store | ☐ Branch |
| ☐ Supermarket | ☐ Governmental Agencies |
| ☐ Mail-order | (Local, State, or Federal) |
| ☐ Other (Explain) | ☐ Non-profit Organization |

9. Dictionary of Occupational Titles

- a. My job code number _____
- b. My job title _____
- c. Brief job description _____
- _____
- _____

10. Business Hours & Intern's Work Schedule

Days	Open	Closed	Work Schedule
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

11. Intern's wages and salary deductions:

Beginning Wages \$ _____ per hour

Salary Deductions:

_____	_____
_____	_____
_____	_____

12. Other than wages, what other contributions does your employer make toward employee welfare? Explain briefly.

a. Social Security

b. Workmen's Compensation

c. Other--

13. Was any previous work experience qualification required for this job? Yes No

14. Indicate the type of individual this firm ordinarily looks for in hiring for this position.

15. What trade journals are available to help make you a better employee? Consider journals at work, classroom, and library.

16. Is there a management training program with this organization?
 Yes No

17. How does a person qualify for the management training program?

18. Next job in line of promotion

19. Other promotional opportunities within this firm

20. Training supervisor

a. Name _____

b. Official title _____

21. Type of supervision while on this job

 Supervision is always present

 Worker is given some supervision.

 Worker has free rein, makes most decisions himself/herself

a. List the advantages of this type of supervision.

b. List the disadvantages of this type of supervision.

22. Does the business have a contract with a labor union?

☐ Yes ☐ No

23. What is the name of the union and with which organization is affiliation? Name

Affiliation

24. What are the chief provisions of the agreement (attach union contract, if available)?

25. Does this firm have a paper or magazine? ☐ Yes ☐ No

a. Who is responsible for publishing it?

b. How frequently is it published?

c. What interest do employees show in it?

COMPANY NAME _____

Names of chief executives:

- a. President _____
- b. Vice-President _____
- c. Comptroller or Treasurer _____
- d. District or Region
Manager _____
- e. Personnel Manager _____
- f. Advertising Manager _____
- g. My Department Manager _____
- h. Store Manager _____
- i. _____

Approximate annual sales volume (if available)

\$ _____

Peak month is _____

Slowest month is _____

Approximate number of employees

Full time _____ Male _____ Female _____
Part-time _____ Male _____ Female _____

Draw an organizational chart for the business where you are presently working. (If more space is needed, draw the chart on a separate sheet of paper).

COMPANY HISTORY

History of: _____

(Typed or handwritten is acceptable. If handwritten, be sure copy is neat and legible.)

PERSONNEL GUIDELINES

Every business has rules and regulations which must be followed. Perhaps these rules were reviewed during the initial interview. In many firms, however, it is left to the individual to find out about the company's rules and regulations. Complete the following items and indicate non-applicable situations.

1. Punching in and out from work _____

2. Leaving during business hours _____

3. Coffee breaks _____

4. Lunch breaks _____

5. Smoking _____

6. Eating and drinking while working _____

7. Dress and grooming regulations _____

8. Pay days _____

9. Payroll deductions _____

10. Overtime _____

11. Holidays _____

12. Personal use of telephones _____

13. Illness _____

14. Safety rules _____

15. Reporting accidents _____

16. General housekeeping _____

17. Employee purchases _____

18. Employee discounts _____

19. Employee checkroom and lockers _____

20. Employee parking _____

21. Warning notices _____

22. Fire and emergencies _____

23. Termination of employment _____

24. Friends visiting while working _____

25. Cashing payroll check _____

26. Time off for personal reasons _____

27. In case of robbery-- _____

28. Other rules-- _____

29. Other rules-- _____

30. Other rules-- _____

31. Other rules-- _____

32. Other rules-- _____

33. Other rules-- _____

34. Other rules-- _____

BUSINESS GROWTH

Describe location of business.

Why do you feel this location was chosen for the operation of this business?

Comment briefly on the growth of the business community within the past ten years.

How has the growth affected employment opportunities?

What plans does this business have for the future?

JOB DESCRIPTION

Write a job description for each position you held in the business.
Additional job description forms are available from the coordinator.

1. Name of Business: _____
Address: _____ Telephone: _____
2. Job Title: _____
3. What special skills are required for the position you are now holding? _____

4. Salary for an entry-level position: _____
5. Give immediate supervisor's name and position: _____

6. Number of executives in this business: _____
7. Number of sales personnel in this business (if applicable): _____
8. Number of non-selling personnel in this business (if applicable): _____

9. Actual hours of your working schedule for an average week:
Monday _____ Thursday _____
Tuesday _____ Friday _____
Wednesday _____ Saturday _____
Sunday _____
10. Total number of hours worked per week: _____
11. Dates that you were employed in this business: _____

12. Number of hours absent from work and reason(s) for each absence: _____

MANAGER INTERVIEW

Interview individual who is in management and answer the following questions:

Job title: _____

Brief job description: _____

Experience requirements: _____

Educational requirements: _____

Other pertinent information: _____

QUESTIONNAIRE

Employee Questions to the Employer

(Type answers on separate sheet)

1. What types of equipment do you have in your organization? Do you feel that most employees have adequate training in these areas?
2. Does your organization have a unique or special vocabulary? Please give examples. Are most employees adequate in their vocabulary?
3. What personal and social traits do you find desirable in employees?
4. To what extent do your employees meet the public?
5. How much on-the-job training do you provide your employees?
6. How do you prefer your employees to dress?
7. Do you provide job descriptions?
8. To what degree do the jobs in your organization require interpersonal relations with other employees?
9. What do you consider the major areas of improvement for your employees?
10. Describe what you consider to be a model (ideal) worker.
11. What type of questions do you generally ask in an employment interview?
12. What are the main things you observe about a prospective employee during a job interview?
13. Does your business administer employment tests? If so, what do they include?
14. Others.

JOB OBSERVATION REPORT

Job Title _____ Name _____

I. Job Preparation

1. Does this job require a college education? Yes No
a. If yes, how many years of college? _____
b. Do you have to keep going to school to keep up to date in this job? Yes No
c. What kinds of courses must be studied? _____

2. Does this job require special training or an apprenticeship program? Yes No How many years are required? _____
3. Does this job require experience before entry? Yes No
If yes, what kinds of experience? _____

a. How does one obtain this experience? _____

b. Is a license or special certification required to perform in this job? Yes No
1. If yes, what kinds of licenses and certificates? _____

2. How are they acquired? _____
4. What other things might one do to prepare for this job? _____

5. How does one enter this job? _____

6. How much money might be needed to prepare for this job? _____

7. Personal characteristics of person doing this job. _____

II. Working Conditions

1. Where is job located? (large city, small city) _____

2. Type of ownership (government, private industry, single ownership, partnership, etc.) _____
3. How many hours a day are required on this job? _____
4. How many hours a week are required on this job? _____
5. Does this job involve working with many people? Yes No
6. What would the working area look like? (inside-outside, hot-cold, clean-dirty, quiet-noisy, crowded-spacious) _____

7. What kinds of tools, equipment, or machines are necessary for this job? _____

8. What kinds of tasks are done on this job? _____

9. What kinds of skills and knowledge are required? _____

10. Does the worker specialize in some particular part of the job?
Yes No If yes, what part? _____
11. How many supervisors might you have? _____ How many people would you supervise? _____
12. Are there more men than women in this job? Yes No
13. Would you be working with more men than women, women than men or equal? _____
14. Would you be working alone or with several people? _____
15. Would you earn a regular, guaranteed salary or would you earn a commission based on how much you work or sell? _____
16. Is there a lot of pressure to meet deadlines or to get things done? Yes No
17. Would you meet lots of people on this job? Yes No

18. What is the salary range for this job? _____

19. What things might affect the salary? _____

20. What are some fringe benefits that you would earn? _____

III. Job Future

1. To what job may one be promoted from this job? _____

2. What is the future demand for workers in this job? _____

3. In what year would you be ready to take this job? _____

4. If you had this job, to what job would you want promoted?

5. Is your college program planned in such a way that you might
be preparing yourself for this job? Yes No

DRAW A FLOW CHART OF THE WORK YOU PROCESS ON THE JOB.

E X A M P L E

TASK ANALYSIS*

Job Breakdown of Proofreading Copy
Removed from the Typewriter

Steps

1. Separate original draft from typed copy.
2. Give original to reader and retain the typed copy; correction pencils should be close at hand.
3. Lay typed material on the desk or reading desk if one is available.
4. Read from the typed copy in a clear, low voice as rapidly as the comparer can follow.
5. Circle the word or phrase on the original in which an error appears on the typed copy.
6. Return the typed copy and the original to the typist for correction or retyping when necessary.
7. Repeat proofreading operation for retyped copy

or

Check corrected errors on corrected copy.

8. Mail, file, or distribute within organization (Tonne, 1970).

*INTERN I - COMPLETE ONE TASK ANALYSIS ON SOME TASK YOU PERFORM ON YOUR JOB.

INTERN II - COMPLETE TWO TASK ANALYSES ON TWO DIFFERENT TASKS YOU PERFORM ON YOUR JOB.

Name: _____

SURVEY OF OCCUPATION

(Put your comments on a separate sheet of paper, either typed or handwritten.)

Talk with person(s) doing the kind of work you would like to do.

A. Description of the Occupation

Give general nature of work duties and responsibilities, equipment used, etc.

B. Employment Opportunities and Trends

Immediate employment outlook and possible employment trend during next ten years. Jobs through which you might enter the field.

C. Wages and Hours

Beginning salary, salary range, work-week, vacations, fringe benefits.

D. Working Conditions

Place of employment, physical surroundings, employee and employer organizations, other conditions.

E. Training Requirements

Level of education required for entry and promotions, types of post-high school necessary.

F. Personal Qualifications

Physical and mental requirements, personality characteristics, etc.

G. Personal Satisfaction gained through this occupation.

H. Advantages and disadvantages of this type of work (as you see it)

Name of Person Interviewed: _____

Title: _____

Name of Company: _____

ARTICLE REVIEW

Give a short review of an article from a trade or professional journal regarding new ideas or techniques in your career field.
(Two reviews are required for the term.)

Name of Magazine _____

Magazine Date _____ Volume _____ Number _____

Article Title _____ Pages _____

Author _____

Summarize Article:

UNIVERSITY OF CENTRAL ARKANSAS INTERNSHIP PROGRAM

STUDENT EVALUATION OF THE

INTERNSHIP PROGRAM

NAME _____ DATE _____

INTERNSHIP AGENCY _____ JOB TITLE _____

NAME OF EMPLOYER _____ SEMESTER _____

NAME OF SUPERVISOR _____

I. EMPLOYER EVALUATION

A. List the duties and responsibilities assigned to you by your employer:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. What new skills or knowledge did you learn on the job?

1. _____
2. _____
3. _____
4. _____

NAME _____

C. Please Rate Your Employer According To The Following:

	Superior	Very Good	Average	Below Average	Unsatisfactory
Attitude Toward Your Work					
Attitude Of Other Employees Toward You					
Quantity of Work Required					
Quality of Work Expected					
Opportunities To Progress					
Ability To Lead And Supervise					
Enthusiasm Toward Helping You					
Encouragement Of Your Work					
Opportunity To Think And Act Independently					
Willingness To Teach					

D. In what ways did your supervisor assist you?

E. What could your superior have done to make this learning experience more worthwhile?

NAME _____

- F. Were you able to gain insight into the method and problems of your future vocation?
- G. Were you able to talk to your immediate supervisor with ease?
- H. Has your employer discussed the evaluation with you?
- I. Have you discussed your job evaluation with the supervisor?
- J. Would you accept an Internship offer for this company/agency again? Explain.
- K. Would you accept a full-time job with this company/agency? Explain.

NAME

- L. What additional comments would you like to make about your employment experience?

II. SELF-EVALUATION

- C. Do you feel that you have benefited from working with others and in cooperating with others to attain mutual objectives? If so, how?

NAME _____

D. To what extent do you feel that you have gained self-confidence through your work experience?

E. What additional comments would you like to make concerning your self-evaluation?

III. COLLEGE EVALUATION

A. What did you learn in class that you applied on the job? Explain.

B. What did you learn on the job that can be applied in class?

NAME _____

- C. What skill or subject area could you strengthen in order to perform your job better?
- D. What kind of Internship requirements and group discussions do you think would be beneficial?
- E. In what ways could the Internship Program be of greater benefit to you?
- F. What changes would you like to make in the Internship Program?
- G. What additional comments would you like to make about the Internship Program?

INTERN'S REPORT TO DEPARTMENT CHAIRPERSON

Chairperson: _____

Name: _____ Major: _____

Name of Business & Address: _____

Dates Employed: _____

Job Title or Position: _____

Salary: _____ Hours Worked: _____

Immediate Supervisor: _____

1. List the special skills needed for the position you held: _____

2. How does the Internship differ from your previous work experience?

3. What are primary responsibilities or duties on job? _____

4. What knowledge, skill, or concept did you learn or review on job?

5. What knowledge, skill, or concept would help you perform your job better?

6. Were you able to gain insight into the method and problems of your future vocation?

7. What additional comments would you like to make about the Internship experience?

8. What kind of internship requirements do you think would be beneficial?

9. How could the Internship Program be of greater benefit to you?

UNIVERSITY OF CENTRAL ARKANSAS

Intern _____ Intern's Daily Log for the Week of _____ Business Employer _____

Date/Day	Starting Time	Quitting Time	Summary of Day's Activities	Comments

Date/Day	Starting Time	Quitting Time	Summary of Day's Activities	Comments

Total number of hours worked during week

Intern's comments about week's activities:

Supervisor's comments about Intern's performance:

Intern's Signature

Supervisor's Signature

Intern's Pay Record

[illegible]

CASE PROBLEMS

INTERN I - Complete any two (2) case problems listed below.

INTERN II - Complete any four (4) case problems listed below.

Use a separate sheet of paper for your remarks.

- I. As a supervisor, how would you handle these situations?
 1. Employees taking care of their own business on company time.
 2. Employees obviously under influence of drugs.
 3. Employees refusing to do something that they can do because "it's not my job."
 4. Employees taking advantage of the employer by excessive coffee breaks and lunch hours.
 5. Shoplifter or employee stealing goods.
 6. Maintain business attitude with subordinate while remaining friendly.
- II. June is the supervisor of the shipping and receiving department of a large bookstore. She has two part-time helpers. The three of them can handle the incoming books, except after weekends and holidays. Then it may take several days for them to get caught up and June usually works for one or two hours overtime for which she receives no pay. Should she continue to work overtime? How should she handle the situation?
- III. John Smith has begun work as an assistant credit manager in the office of a business that has nationwide sales. The credit manager is at home ill and cannot be disturbed. John receives a rush order over the telephone from a new customer whose credit has not been approved by the credit manager. What decisions must John make and how will he arrive at them?
- IV. How would you, as an employee, handle these situations?
 1. Deal with an angry customer.
 2. Make necessary corrections of other employees without hurting their feelings.
 3. Avoid answering confidential questions about your company asked by an outsider.
 4. Ask for a promotion or raise.
 5. Compliment fellow worker for doing a good job.
 6. Another employee taking credit for your work.

- V. Jane Keane has been employed in the accounting department of a large firm for several years. She has always been an accurate and dependable employee. During the past few months, however, she has missed several days of work and has made errors that were not usual for her. The supervisor decided to observe her at work for several days before talking with her. What should the supervisor look for in observing Jane? What should the supervisor say to her?
- VI. Discuss the four functions of a supervisor's job and analyze them as they apply to you. The four functions are:
- (1) Planning and organizing - include assigning duties, developing a budget, scheduling work hours.
 - (2) Training and teaching new employees and retraining old employees.
 - (3) Communicating - channel for management to employees and vice versa; suggesting changes to management.
 - (4) Evaluating subordinates and oneself.

COORDINATOR'S OBSERVATION/EVALUATION REPORT

Internship Agency _____

Supervisor _____ Intern _____

Date _____ Time of Visit _____

Points to Observe and Evaluate

Comments

1. Attitude of the supervisor and other workers toward the intern:

2. Specific tasks and skills in which the intern is engaged:

Tasks:

3. Personal appearance, characteristics, and traits:

4. Interest in work and ability to work with others:

5. Strengths and weaknesses and problems encountered:

6. Other comments: (1) Need for related subject matter, (2) Intensified and/or additional on-the-job experiences, (3) Training plan adjustments, (4) Need for conferences, (5) Intern comments, (6) Supervisor comments, and (7) Others.

COORDINATOR'S WORK SHEET

Intern's Name _____ Home Phone _____
 Employed by _____ Business Phone _____
 Supervisor _____ Major _____
 Chairperson _____ Advisor _____

	<u>Forwarded</u>	<u>Returned</u>
Advisor Approval Sheet	_____	_____
Application for Internship	_____	_____
Class Schedule	_____	_____
Interview/Introduction Card	_____	_____
Employer Training Agreement	_____	_____
Intern Training Agreement	_____	_____
Training Plan	_____	_____
Application Form	_____	_____
Resume'	_____	_____
Internship Agency	_____	_____
Company Name	_____	_____
Company History	_____	_____
Personnel Guidelines	_____	_____
Business Growth	_____	_____
Job Description	_____	_____
Manager Interview	_____	_____
Employer Questionnaire	_____	_____
Job Observation Report	_____	_____
Flow Chart	_____	_____
Task Analysis	_____	_____
Survey of Occupation	_____	_____
Article Review	_____	_____
Case Problems	_____	_____
Student Evaluation	_____	_____
Chairperson Report	_____	_____
Weekly Work Log	_____	_____
Pay Record	_____	_____
Coordinator's Observation/ Evaluation Report	_____	_____
Employer's Evaluation	_____	_____

Daily Log-Weekly _____

Seminar 1 _____
 Conference 1 _____
 Conference 2 _____

Mid Term Grade _____
 Final Grade _____

UNIVERSITY OF CENTRAL ARKANSAS
INTERNSHIP PROGRAM
SUPERVISOR'S EVALUATION OF INTERNING STUDENT

Information as checked in the spaces below will assist the University in its appraisal of the intern experience of: _____

Name Course

Training Period Employer

This report has been discussed with student? ____ Yes ____ No

INSTRUCTIONS: The immediate supervisor will evaluate objectively, comparing the student with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS

- ____ Exceptionally well accepted
- ____ Works well with others
- ____ Gets along satisfactorily
- ____ Has some difficulty working with others
- ____ Works very poorly with others

JUDGMENT

- ____ Exceptionally mature
- ____ Above average in making decisions
- ____ Usually makes the right decision
- ____ Often uses poor judgment
- ____ Consistently uses poor judgment

ATTITUDE-APPLICATION TO WORK

- ____ Outstanding in enthusiasm
- ____ Very interested and industrious
- ____ Average in diligence and interest
- ____ Somewhat indifferent
- ____ Definitely not interested

DEPENDABILITY

- ____ Completely dependable
- ____ Above average in dependability
- ____ Usually dependable
- ____ Sometimes neglectful or careless
- ____ Unreliable

ABILITY TO LEARN

- ____ Learns very quickly
- ____ Learns readily
- ____ Average in learning
- ____ Rather slow to learn
- ____ Very slow to learn

SUPERVISOR'S EVALUATION OF INTERNING STUDENT

QUALITY OF WORK

☐ Excellent
☐ Very good
☐ Average
☐ Below Average
☐ Very poor

ATTENDANCE: ☐ Regular ☐ Irregular

PUNCTUALITY: ☐ Regular ☐ Irregular

OVER-ALL PERFORMANCE:	Outstanding	Very Good	Average	Marginal	Unsatisfactory

Traits which may help or hinder the student's advancement:

Additional Remarks--in this section please comment on personal appearance, dress and grooming.

Immediate Supervisor

Title

AR8113205

CORRELATING VOCATIONAL EDUCATION
WITH LABOR MARKET NEEDS THROUGH
THE INTERNSHIP PROGRAM



FINAL REPORT

FINAL REPORT

**Correlating Vocational Education With Labor Market
Needs Through The Internship Program**

Project Number: E81-02

Conducted By

**University of Central Arkansas
Conway, Arkansas
Dr. Kay Rogers, Project Director**

In Cooperation With

**Arkansas Vocational and Technical Education
A Division of the Department of Education
Capitol Mall West - Little Rock, AR - 72201**

**A Vocational Exemplary Project
Funded Under the Provisions of
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Don Harlan, Supervisor
December 31, 1981**

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Abstract

"Developing Activities for Correlating Vocational Education With Labor Market Needs Through the Internship Program" was developed through the "Correlating Vocational Education With Labor Market Needs" project. This project was proposed and conducted by the Administrative Services and Business-Distributive Education department and the Vocational Center of the University of Central Arkansas for use by students in Business-Distributive Education and others in the College of Business Administration.

A coordinator, hired under the provisions of the project, developed procedures, guidelines, materials, and activities for a model internship program. These components were field tested and revised as necessary, and the model was disseminated to interested post-secondary educational institutions.

Strategies to promote an awareness of the need for such a program, to recruit new students and employers, and to establish cooperative arrangements between post-secondary education and business and industry, were also developed.

Introduction:

During the past few years, programs in Administrative Services and Business-Distributive Education have developed and expanded. Because of the students' lack of experience in an actual work situation, it was felt that the individuals enrolled in these programs would profit from work experience in their major career field. It was also felt that the business and industrial community should be involved in the preparation of these students in order to provide for relevant vocational training. The "internship approach" was felt to provide a bridge from the "world of books to the world of work." It provided the practical experience on the job after the concepts had been learned in the classroom. On the collegiate level, the internship was to be the culminating experience after preparatory work done in class.

Therefore, the purpose of the project was to develop a model internship program in business-distributive education that would encourage the participation of employers in post-secondary vocational education and give the students needed experience in an actual work situation.

Objectives:

Objective 1: Develop procedures, guidelines, materials, and activities for preparation of the model.

Objective 2: Implement, field-test, and refine the model components.

Objective 3: Disseminate the final model to all interested educational institutions. It was expected that the institution would take the model components and, with minor adjustments, adapt them to their own institution's needs.

It was also anticipated that as the model was applied and used, employment opportunities would increase for students, and employers would benefit because students were better trained for permanent employment.

Procedures:

A project coordinator was employed and an advisory committee was selected from the surrounding community. The advisory committee assisted in establishing guidelines for the development of the model. The coordinator spoke to civic organizations and visited area firms to introduce the program to the business community and to search for placement opportunities.

Input from the advisory committee, state department of education consultants, business and industry, and relevant literature enabled the coordinator to relate vocational education opportunities with current and projected needs of the labor market. This input also provided the basis for the model components and was essential in developing the materials and activities used by the interning students.

On campus, program promotional strategies such as posters and brochures were developed to provide an awareness of the intern program and the opportunities open to all students. The coordinator also spoke to classes, and met with faculty advisors to advertise the program.

In January, 1981, when the program was first introduced on the University of Central Arkansas campus, sixty interested students were interviewed. Each student filled out an application for the program, got an advisor's approval, and was interviewed in depth to determine a career objective. Based on career interest and program requirements, students were selected to participate in the

internship program. During the time the project was being conducted, a total of 120 students were interviewed and forty-five were selected to participate in the program. The coordinator made placement visits to businesses and industries to locate internship agencies for the participating students. At least two supervision visits were made to the job site to observe each student during the internship.

With input from the advisory committee, students, employers, and the project coordinator, training materials were developed for use by interning students, their supervisors, and the coordinator. Materials developed for the coordinator and the supervisors were mainly forms for evaluating the student on the job. These materials were continually evaluated, refined, and field tested by the interns, their supervisors, and the coordinator.

Materials developed for completion by the interns during their period of employment included historical job research, weekly work logs, intern evaluation of the program, task analysis, an employer-intern training agreement, training plans, résumé, manager interview, job description, job observation, article reviews, occupation survey, intern's report to chairperson, intern's pay record, and case problems requiring decision making as a supervisor and as an employee. Student seminars were conducted to explain the Internship Program and procedures for completion of materials. Job interview techniques were also reviewed and students were sent on job interviews.

Specific objectives of the project were to:

- (a) hire a project coordinator
- (b) establish an advisory committee
- (c) visit consultants
- (d) devise promotional materials
- (e) recruit students
- (f) determine employment needs of community
- (g) contact business and industry to promote program
- (h) develop placement sites
- (i) administer Strong-Campbell aptitude test to interning students
- (j) develop materials and activities for interning students to use on job
- (k) develop a separate vocational-technical internship section
- (l) develop individual training plan for each student
- (m) reproduce and disseminate model to interested post-secondary educational institutions

Findings:

The Internship Program can be used as an effective response to a variety of institutional problems and concerns such as: providing financial assistance to students; relating the institution to the local community of which it is a part; using business and institutional resources more effectively; providing after-graduation job contacts for students; attracting new students to the institution; job experiencing and training in students' career area; meeting employment needs of business and industry; and developing a sense of responsibility in students.

If an internship program is to become a strong and vital part of the institution, administration, faculty, students, and business must support the program. There must be agreement among the groups involved as to the objectives of the program and the best methods for reaching these goals. By allowing the intern to earn academic credit and by maintaining a high standard of performance, the program will be regarded favorably by faculty and administration. The faculty is more likely to be supportive of the program if it is of an educational nature and is based on the student's relating school learning to the skills necessary for a career objective. Therefore, it is apparent that the program must be a supplement to classroom instruction. If the internship is not challenging, rewarding, or connected with the student's major field of study, the student may become dissatisfied with the program and gain nothing from it.

In order to achieve a vital program of internships, the institution must be willing to allocate sufficient resources for its support. Provisions must be made for compensation for the coordinator, advisory committee activities, promotional activities, and other actions necessary for the functioning of the internship program.

It should be noted that the vocational-technical schools are somewhat different when contrasted to the university setting in an internship program. Some differences include:

(1) Open entry/open exit policy--In the vocational-technical schools, students may enter a class at any time and work whenever the necessary skills and attitudes are acquired. This contrasts with the university where students remain in class for an entire semester.

(2) Increased time spent in classroom--The vocational-technical classroom instruction is usually six hours daily, while university instruction is normally three hours a week per course.

(3) Recruitment of students--It is usually not necessary to recruit students for the vocational-technical intern program since most students are funnelled into the program as the necessary skills are acquired. The university must recruit students into its program, since the intern course is an elective in most cases.

(4) Type of credit earned--The vocational-technical school gives credit for a course rather than a grade. If students go to work before graduation, they are given credit for the time worked and it

is applied toward their certificate. On the university level, the student earns a grade and academic credit.

(5) Student salary--Often the vocational-technical students work without pay to gain needed entry-level job training. University interns, however, are normally paid a beginning wage although some may work just to gain practical experience.

(6) Extensive occupational testing--Upon entering the vocational-technical school, each individual must take a series of ability and aptitude tests and specific courses may require additional tests. This is in contrast to the university setting which requires only the usual entrance examination although students may request additional tests.

It was found that there was no difference in the basic philosophy of the vocational-technical schools and other post-secondary institutions. However, the vocational-technical schools did differ from the university in three areas--(1) emphasis on the placement of students, (2) striving to meet the needs of business and industry, and (3) dealing with students who are already employed as well as those who need employment skills.

Evaluation:

The objectives of the Project were used as a foundation for evaluating the program.

Objective 1 - to develop procedures, guidelines, materials, and activities for an internship model.

Result - Sixty-five copies of "Correlating Vocational Education With Labor Market Needs Through The Internship Program" were delivered in January, 1982, to the Arkansas Vocational and Technical Education Division of the Department of Education. The copies consisted of procedures, guidelines, materials, and activities necessary to establish an internship program or revise an existing program.

Objective 2 - to implement the model components.

Result - The model was developed and field-tested at the University of Central Arkansas. The material was revised as necessary and added to the model.

Objective 3 - to execute a plan for dissemination.

Result - After the model was tested and revised, the model was reproduced and disseminated to all interested educational institutions.

Objective 4 - to inservice the model to interested educational institutions.

Result - Although plans were originally made to inservice the model to interested educational institutions, a reduction in the allowable time for the project did not permit an individual presentation to every institution. However, the project coordinator and project director agreed to present the model at a monthly meeting of the vocational-technical school administrators.

Conclusions and Recommendations:

Findings and evaluation data conclude that the project was successful in meeting all the objectives except number 4. Due to a lack of time, the model was not in-serviced as originally planned. However, the project director and the intern coordinator have agreed to present the model at a meeting of the vocational-technical school administrators.

Feedback from employers and students seems to indicate that the internship was meeting a need and could be a viable part of a university curriculum. However, more public relations work is necessary to make the program acceptable to faculty, students, and business.

It was determined that an internship coordinator was needed to adequately supervise students and to make the necessary contacts with business and industry. Various coordinator responsibilities were identified as: career counseling of students, assisting in the preparation of learning objectives to be achieved through work assignments, attracting students into the program, developing appropriate work assignments, dealing with a variety of administrative and faculty offices in the institution, developing brochures and other promotional materials for the program, and managing the program.

It is recommended that the Internship Program be continued at the University of Central Arkansas to provide business-distributive education students with a means of acquiring experiential training in their major field of study as well as earning three or six hours of

academic credit necessary for their major. It is also recommended that other students in the College of Business Administration be allowed to take part in the program if they have their advisor's approval.